

TCAP-ALT PA



Teacher's Manual 2008-2009

State of Tennessee Department of Education
Division of Special Education

Portfolio Timeline

2008-2009

August

- Attend trainings via WebEx from TN DOE on August 8, 11, 14, 15, 18, 19, 20, 21, or 22
- Download Alternate Performance Indicators
- Download all applicable forms
- Data Collection can begin as early as first day of school

September

- Continue Data Collection

October

- Continue Data Collection
- Official portfolio binders delivered from vendor
- Transfer all information to official binders between portfolio delivery and the date due

November

- Continue Data Collection

December

- Continue Data Collection

January

- Continue Data Collection

February

- TCAP-Alt PA is due

TABLE OF CONTENTS

Introduction: Let’s Talk About Portfolio Assessment 1

Section I: Test Security 2

 Test Security and the Law..... 2

 State of Tennessee Test Security Law 2

 State Test Security Measures 2

 State Test Security Guidelines 2

Section II: Participation Guidelines 3

 Student Participation in the Alternate Portfolio Assessment..... 3

 Medical Exemption Instructions 4

 Sending Medical Exemption Information to Vendor..... 4

Section III: Entry Requirements..... 5

 Determining Content Areas for Assessment..... 5

 TCAP-ALT Portfolio Assessment (TCAP-Alt PA) Entry Requirements..... 6

Section IV: Rubric Determination..... 7

 Determine the Appropriate Rubric..... 7

 2008-2009 TCAP-Alt PA Scoring Rubric 8

 2008-2009 TCAP-Alt PA Modified Scoring Rubric 9

 2008-2009 TCAP-Alt PA Homebound Rubric..... 10

Section V: Required Portfolio Components..... 11

 How to Create a TCAP-Alt PA Portfolio 111

 Component Descriptions, in Order of Placement 12

 Report of Irregularity 12

 Table of Contents..... 12

 Portfolio Validation 12

 Affidavit of Student Performance..... 12

 Statements on Mode of Communication, Adaptations/Modifications, and Statement of Inclusion..... 13

 Schedule..... 13

 Media Permission Form..... 13

 Evidence Sheet..... 14

 Graphs 18

 Dos and Don’ts of Portfolio Assembly: Helpful Hints..... 21

Section VI: Binder Assembly and Return Instructions 22

 Teachers: Assembling and Returning Portfolio to Building Level Testing Coordinator 22

 Instructions – Student Demographic Information..... 233

 Coding Instructions for Portfolio Assessment, Grades K-12: 233

Section VII: Glossary 27

Appendix A

Exemplar Portfolio..... 1-30

Appendix B

Forms Package

TCAP – Alt PA Participation Guidelines Sections I and II..... 1-2

Table of Contents 3

Portfolio Validation 4

Affidavit of Student Performance 5

TCAP-Alt Evidence Sheet 6

TCAP-Alt PA Graph 1 7

TCAP-Alt PA Graph 2..... 8

TCAP-Alt PA Graph 3..... 9

TCAP-Alt PA Graph 4..... 11

Multimedia Permission Form for Portfolio Assessment..... 11

Report of Irregularity 12

Introduction: Let's Talk About Portfolio Assessment

Whenever Tennessee special educators get together, the conversation almost inevitably turns to the No Child Left Behind (NCLB) legislation and the Tennessee Comprehensive Assessment Program-Alternate Portfolio Assessment (TCAP-Alt PA).

“Why do we have to do this? Don't we have enough to do already?”

“With IEPs, lesson plans, and behavior management documentation, I'm overwhelmed with paperwork as it is.”

“Why can't we just use the skills-based tests we've always used to assess our students?”

“How is this supposed to help the children?”

We understand these frustrations. Yet, the Individuals with Disabilities Education Improvement Act (IDEIA) and NCLB require that all students, including those with the most severe disabilities, be given access to the general curriculum. They must also be included in all state-mandated assessments.

In response to this challenge, the Tennessee State Department of Education gathered experts from the education field and special educators from across the state to discuss the benefits and disadvantages of various testing methods. After a great deal of discussion, it was decided that a portfolio assessment would be the best method of evaluation, as a portfolio assessment could be used to a) evaluate a diverse population of students pursuing individual goals, b) reflect skills that should already be being taught in the classrooms, and c) measure how closely each student's program comes to meeting ideals that most people agree would be good for most children. These ideals are to make progress, to be given the autonomy to make some choices regarding instruction, and to be given the opportunity to interact and learn from teachers and typically developing peers in a variety of inclusive settings. These ideals are reflected in the dimensions measured by the TCAP-Alt PA: Content, Choice, Settings, Supports, and Peer Interactions.

Content, worth 50 points, is the most heavily weighted of the five dimensions because this is the area that describes the skills being assessed and demonstrates that the student has made progress toward those skills.

Choice, at 20 points, is the second most heavily weighted of the five dimensions. Valid choice-making opportunities give the student control over his or her environment and facilitate ownership of performance.

Settings, Supports, and Peer Interactions are equally weighted at 10 points each. While we recognize the importance of providing opportunities for interaction with general education instructors, community workers, and typically developing peers in inclusive environments, it is understood that this is not appropriate or even possible for some students.

Because federal law requires the assessment to measure academic achievement, the skills chosen for assessment with the TCAP-Alt PA must be related to the same academic standards that are available in the general education curriculum. Therefore, functional skills are not appropriate for this assessment. It is understood that functional skills will be (and should be) taught in the special education classroom, as recommended by the IEP team. However, for the purposes of this assessment, only academic skills can be credited. The Content Standards, Alternate Learning Expectations (ALEs), and Alternate Performance Indicators (APIs) have been designed to help teachers place skills already being taught (such as reading safety signs and handling money) within the existing framework.

We know that you, as special educators, want to do a good job on behalf of your students. We also know that the process of creating a portfolio can seem daunting. This manual is designed to lead you through the creation and assembly of a student portfolio from start to finish. We hope you will find it a useful guide.

Section I: Test Security

Test Security and the Law

State of Tennessee Test Security Law

Tennessee Code Annotated (T.C.A.) 49-1-607 states:

Any person found to have not followed security guidelines for administration of the TCAP test, or successor test, including making or distributing unauthorized copies of the test, altering a grade or answer sheet, providing copies of answers or test questions, or otherwise compromising the integrity of testing process shall be placed on immediate suspension, and such actions will be grounds for dismissal, including dismissal of tenured employees. Such actions shall be grounds for revocation of state license. [Acts 1992, ch. 535, 4.]

State Test Security Measures

The State will:

- Establish security guidelines to ensure the integrity of the testing process
- Implement safeguards to ensure portfolio security
- Provide Breach of Testing Security Report forms to document local test security concerns
- Review submitted Breach of Testing Security Reports and follow up as needed
- Release student-specific test data only to authorized personnel

State Test Security Guidelines

The Public School Systems, State Special, and Non-Public Schools **MUST**:

- 1) Adopt a locally monitored test security policy which incorporates, at a minimum, these State Test Security Guidelines. This policy should include a Testing Code of Ethics for personnel to sign and leave at the district office for documentation.
- 2) Train all personnel involved in the testing process on State Test Security Law, Security Guidelines, local policy, and test administration procedures; retain training documentation for system records
- 3) Maintain confidentiality of student-specific accountability demographic information and test results at all times
- 4) Apply the same confidentiality to the portfolio process as is granted to all other TCAP Test administrations
- 5) Share information included in the portfolio with authorized persons only

The Teacher/Instructor Will:

- 1) Maintain supporting documentation as evidence to the validity of the portfolio
- 2) Apply the same confidentiality to the portfolio process as is granted to all other TCAP Test administrations
- 3) Share information included in the portfolio with authorized persons only

If a potential breach has occurred, see the following steps:

1. Immediately report a potential breach of test security to the System Testing Coordinator who will immediately contact Dan Long at the Division of Assessment, Evaluation, and Research (AER). The number is 615-532-4722.
2. The System and School must conduct an immediate and thorough local investigation of the incident.
3. The System will report results and recommendations to the State Department of Special Education.

A breach may or may not warrant suspension (T.C.A 49-1-607). If immediate suspension is necessary, contact the Division of Teacher Licensure at 615-532-4880.

Section II: Participation Guidelines

Student Participation in the Alternate Portfolio Assessment

To determine if a student may be assessed with the TCAP-Alt PA, the following steps must be taken:

- 1) The teacher must refer to the TCAP-Alt PA Participation Guidelines form located in Appendix B and available for download under Forms at <http://tennessee.gov/education/speced/seassessment.shtml>
- 2) The school psychologist must review all evaluation and assessment information (that is relevant to Section I of the Participation Guidelines form) in the student's file.
- 3) The school psychologist must complete the first cell of Section I of the Participation Guidelines. Highest and lowest component scores must be included if available. If this information is not available, a note must be added explaining why the information is unavailable (e.g., student was not testable, but Vineland was attempted twice and Woodcock-Johnson once).
- 4) The I.E.P. team must complete the remainder of Section I. If all of the answers to Section I are "yes," the student meets the requirements to be considered as a TCAP-Alt PA participant.
- 5) The I.E.P. team must determine whether the TCAP-Alt PA is the most appropriate assessment method for that student. After this decision has been made, Section II must be completed.

Note: The student's grade level will dictate which Content Areas must be assessed. TCAP-Alt PA is not required for kindergarten, first, or second grade if the school district does not provide district-wide assessments at the K-2 grade levels. If the school system provides district-wide assessments for grades K-2, portfolio entries for the TCAP-Alt PA must correspond to the areas tested by the school system. Entries for the K-2 TCAP-Alt PA may include reading/language arts, math, science, and social studies. Students being assessed with the TCAP-Alt PA in grades 3-8 must be assessed in all four Content Areas each year. High school students must be assessed in reading/language arts, math, and science at some point in their high school career. It is advised that high school students be assessed in math at grade 9, science at grade 10, and reading/language arts at grade 11. High school students are never assessed in social studies.

- 6) The Participation Guidelines form must be signed by all I.E.P team members. The school principal must also sign this form, whether or not he or she was a part of the I.E.P. team.

Note: The school psychologist is not required to be a part of the I.E.P. team and is only responsible for completing Section I.

Only those students with the most significant cognitive disabilities may participate in portfolio assessment. These are students for whom participation in the regular grade level assessment is inappropriate, even with the use of extensive modifications.

If the student does not qualify for participation in TCAP-Alt PA, he/she must participate in all other mandated TCAP Assessments.

Provisions are in place to ensure that all students are assessed. If the student transfers from another state or has not been given the required assessment at the specified grade level, the student must be given the assessment upon the first opportunity.

NOTE: TCAP Out-of-Level Assessments do not meet No Child Left Behind (NCLB) requirements. Any student who participates in an Out-of-Level Assessment will NOT count for participation and WILL count as "Below Proficient" (even if the student scores as "Proficient"). Assessing a student using an Out-of-Level Assessment will not help your system make Adequate Yearly Progress (AYP).

Medical Exemption Instructions

Steps to follow if you believe a student is medically exempt:

1. Contact the System Special Education Supervisor.
2. Inform the Special Education Supervisor of the number of students affected and the students' names.
3. The Special Education Supervisor will contact the Division of Assessment, Evaluation, and Research (AER) with the number of forms needed and the students' names.
4. Medical Exemption (ME) forms with unique identifiers will be sent via email to the Special Education Supervisor.
5. The Special Education Supervisor must distribute the forms to the appropriate personnel.
6. The appropriate personnel must collect all the relevant data, fill out the forms, and return them to the Special Education Supervisor.
7. The Special Education Supervisor must check the documents and ensure that everything needed for ME consideration is included and send the application package to AER via the following address (DO NOT FAX):

Alternate Portfolio Assessment Coordinator
Division of Assessment, Evaluation, and Research
1252 Foster Avenue
Hardison Building
Nashville, TN 37243

8. AER will coordinate with the Department of Special Education to review information and determine eligibility.
9. The Special Education Supervisor will be sent a letter of eligibility or of ineligibility with a copy of the original application. If a student is determined ineligible, see the letter of ineligibility sent by the Department of Special Education for further instructions.

If a student is determined eligible, AER or the contractor per AER's instructions will send a Student Demographic Sheet for each approved student. A student Demographic Sheet must be filled out for each student and the following instructions followed:

Sending Medical Exemption Information to Vendor

Instructions:

1. Place a copy of the Medical Exemption form, an accompanying Report of Irregularity form and a Student Demographic Sheet for each student in a large (9" x 12" or 10" x 13") manila envelope. **PLEASE USE THIS SAME ENVELOPE FOR ALL MEDICAL EXEMPTIONS.**
2. When all Medical Exemption forms, the accompanying Report of Irregularity forms, and Student Demographic Sheets have been placed in the envelope, seal the envelope.
3. Across the front of the envelope in **BIG BOLD LETTERS**, write "MEDICAL EXEMPTIONS."
4. Place the manila envelope containing the Medical Exemption forms, the accompanying Report of Irregularity forms, and the Student Demographic Sheets into the box containing the portfolios to be sent to Measurement Incorporated. If there is more than one box, place the manila envelope in the first box.

NOTE: Only Medical Exemption forms, Report of Irregularity forms, and Student Demographic Sheets pertaining to medical exemptions should be included in the manila envelope.

Section III: Entry Requirements

Determining Content Areas for Assessment

Grade Level Requirements

- TCAP-Alt Portfolio entry requirements correspond to General Education TCAP Assessment requirements at the student's assigned grade level.
- The table on the following page lists the TCAP-Alt PA entry requirements at each grade level. To determine which Content Area(s) you should include, find the student's grade level in the left-hand column. The middle column will tell you which state or district assessments are done at that grade level. The column on the right will tell you which Content Areas should be included in a portfolio for a student of that grade level.
- The student's grade level will dictate which Content Areas must be assessed.
- TCAP-Alt PA is not required for kindergarten, first, or second grade if the school district does not provide district-wide assessments at the K-2 grade levels. If the school system provides district-wide assessments for grades K-2, portfolio entries for the TCAP-Alt PA must correspond to the areas tested by the school system. Entries for the K-2 TCAP-Alt PA may include reading/language arts, math, science, and social studies.
- Students being assessed with the TCAP-Alt PA in grades 3-8 must be assessed in all four Content Areas each year.
- High school students must be assessed in reading/language arts, math, and science at some point in their high school career. It is advised that high school students be assessed in math at grade 9, science at grade 10, and reading/language arts at grade 11. Reading /language arts must include one writing Alternate Performance Indicator (API). High school students are never assessed in social studies.

TCAP-ALT PORTFOLIO ASSESSMENT (TCAP-Alt PA) ENTRY REQUIREMENTS

GRADE LEVEL	CORRESPONDING STATE/DISTRICT ASSESSMENT	PORTFOLIO CONTENT ENTRY REQUIREMENTS
Kindergarten	Terra Nova—Level 10	NOTE: TCAP-Alt is not required in Kindergarten, 1 st , and 2 nd grades, when the school district does not provide district-wide assessments at K-2 grade levels.
1 st Grade	Terra Nova—Level 11	If the school system provides district-wide assessments for grades K-2, portfolio entries for the TCAP-Alt should correspond to the areas tested by the school system. Entries for the K-2 TCAP-Alt <u>may</u> include: reading/language arts, math, science, and social studies.
2 nd Grade	Terra Nova—Level 12	
		For example, if the system assesses 1 st grade students in the areas of reading/language arts and math only, then the only PA entries would be reading/language arts and mathematics.
3 rd Grade	TCAP Achievement Grade 3	Reading/Language Arts (R/LA), Math (M), Social Studies (SS), Science (S)
4 th Grade	TCAP Achievement Grade 4	Reading/Language Arts (R/LA), Math (M), Social Studies (SS), Science (S)
5 th Grade	TCAP Achievement TCAP Writing Grade 5	Reading/Language Arts (R/LA), Math (M), Social Studies (SS), Science (S)
6 th Grade	TCAP Achievement Grade 6	Reading/Language Arts (R/LA), Math (M), Social Studies (SS), Science (S)
7 th Grade	TCAP Achievement Grade 7	Reading/Language Arts (R/LA), Math (M), Social Studies (SS), Science (S)
8 th Grade	TCAP Achievement TCAP Writing Grade 8	Reading/Language Arts (R/LA), Math (M), Social Studies (SS), Science (S)
High School	TCAP Gateway Algebra I	Math (M) – Portfolio Participants
	TCAP Gateway Biology I	Science (S) (Life Science Only) – Portfolio Participants
	TCAP Gateway English II and TCAP Writing (Must be completed in Grade 11)	Reading/Language Arts (R/LA) – Portfolio Participants (All 11 th grade portfolio participants must have one writing API.)

Note: All high school students must be assessed in the areas of reading/language arts, math, and science prior to exiting high school. The IEP team decides when the assessments will be administered. However, if the student is participating in TCAP-Alt, the reading/language arts assessment must be administered in the 11th grade. Suggested grade level assessments are: 9th grade – math, 10th grade science, and 11th grade reading/language arts (which includes writing). If the student misses an assessment at the suggested grade level, the assessment may be given the following year.

Once the entry requirements have been determined, the Alternate Performance Indicators (API) can be downloaded from the State site: <http://www.tennessee.gov/education/speced/seassessment.shtml>

Ensure the API chosen is located under the correct grade level cluster for the student.

Section IV: Rubric Determination

Determine the Appropriate Rubric

The Rubric is the blueprint by which the student is scored.

- Portfolios will be reviewed by qualified scorers.
- Portfolios will be awarded numerical points in each of the following areas/dimensions: Content, Choice, Supports, Settings, and Peer Interactions (these are defined in Section VII: Glossary).

There are three types of Rubrics: TCAP-Alt PA, TCAP-Alt PA Modified, and TCAP-Alt PA Homebound.

- If using either the TCAP-Alt PA Modified Rubric or TCAP-Alt PA Homebound Rubric, certain criteria must be met; these criteria are listed at the top of each rubric. They are also explained below.
- A Report of Irregularity must be included with either the Modified or Homebound Rubric.

The TCAP-Alt PA Modified Scoring Rubric is to be used only under the following conditions:

- Student absences are excessive (student is present 40% or less during the data period) OR
- Student transfers from out-of-state after December 31 OR
- Student attends school, but has an abbreviated schedule (1/2 day or less).

The TCAP-Alt PA Homebound Scoring Rubric is to be used only under the following conditions:

- Student is placed on homebound status for the entire school year OR
- Student attends a special day school.
 - The special day school serves students with significant cognitive and adaptive disabilities AND
 - The student's TCAP-Alt Participation Guidelines document cognitive and adaptive skills equal to or less than 50.

All other students will be scored using the regular TCAP-Alt PA Scoring Rubric.

Failure to use the appropriate rubric will result in inappropriate scoring for the student and the student's score may be nullified.

Rubrics are located on the following pages as well as under the Rubric link on the State website <http://tennessee.gov/education/speced/seassessment.shtml>.

2008-2009 TCAP-Alt PA Scoring Rubric

Dimension scoring progresses linearly from left to right with each successive cell showing all the characteristics of the one preceding it. Minimum requirements indicated must be met to obtain points above 0.

DIMENSIONS	10 Points	20 Points	30 Points	40 Points	50 Points
CONTENT	Content Standard(s) is/are stated, but <u>not related</u> to content area AND/OR activity(ies) is/are <u>not age appropriate</u> or related to the content area AND/OR there is at least one graph but no evidence sheet AND/OR there is at least one evidence sheet but no graph AND/OR all APIs or all activities are missing.	Content Standard(s) with activity(ies) related to Alternate Performance Indicator(s) is/are evident. Data collection/graphing includes <u>less than 15 occurrences</u> and/or shows <u>no</u> progress.	One Content Standard <i>with</i> a minimum of <u>1</u> activity related to the Alternate Performance Indicator evident. <u>At least 15 occurrences</u> of data collection and graphing showing progress documented throughout the data period. All data collection is related to the Alt Performance Indicator.	Two different Content Standards with a minimum of <u>1 activity</u> related to the Alternate Performance Indicators per content standard are evident. <u>At least 15 occurrences</u> of data collection and graphing showing <u>progress</u> documented throughout the data period for each Alt Performance Indicator assessed.	Three different Content Standards with a minimum of <u>1 activity</u> related to the Alternate Performance Indicators per content standard are evident. <u>At least 15 occurrences</u> of data collection and graphing showing <u>progress</u> documented throughout the data period for each Alt Performance Indicator assessed.
DIMENSIONS	4 Points	8 Points	12 Points	16 Points	20 Points
CHOICE	Choice evidenced, but <u>not age appropriate</u> .	Choice evidenced, but <u>not related</u> to activity.	Choice evidenced <u>and</u> related to at least <u>1</u> activity.	At least 2 types of Choice evidenced <u>and</u> related to at least <u>2</u> activities. (See TCAP-Alt Teacher's Manual for examples of Choice types)	At least 3 types of Choice evidenced <u>and</u> related to at least <u>3</u> activities. (See TCAP-Alt Teacher's Manual for examples of Choice types)
DIMENSIONS	2 Points (Each Following Dimension)	4 Points (Each Following Dimension)	6 Points (Each Following Dimension)	8 Points (Each Following Dimension)	10 Points (Each Following Dimension) *Maximum number of points is automatically awarded to students fully included in the general classroom for the Content Area assessed.
SUPPORTS	Support is <u>only</u> special education teacher and/or assistant directed.	<u>Natural support</u> evidenced but not connected to activity.	<u>Natural support</u> is evidenced in only <u>1</u> activity.	<u>Natural support</u> is evidenced in at least <u>2</u> activities.	<u>Natural support</u> is evidenced in <u>3</u> activities.
SETTINGS	Instruction evidenced occurs <u>only</u> in special education settings.	Instruction evidenced occurs within <u>multiple</u> settings, <u>1</u> of which is inclusive.	Instruction evidenced occurs within <u>2</u> inclusive settings.	Instruction evidenced occurs within <u>3</u> inclusive settings.	Instruction evidenced occurs within <u>4</u> inclusive settings.
PEER INTERACTIONS	Student interactions are evident <u>only</u> with other students who meet TCAP-Alt Participation Guidelines.	Student interactions with peers are <u>not related</u> to the Alternate Performance Indicator assessed.	Student interactions with peers <u>are related</u> to the Alternate Performance Indicator assessed under <u>1</u> content standard.	Student interactions with peers <u>are related</u> to the Alternate Performance Indicators assessed under <u>2</u> different content standards.	Student interactions with peers <u>are related</u> to the Alternate Performance Indicators assessed under <u>3</u> different content standards.

For definitions of terms found on this rubric and for additional scoring rules, see the TCAP-Alt PA Teacher's Manual.

2008-2009 TCAP-Alt PA Modified Scoring Rubric

This rubric is to be used only under the following conditions:

- student absences are excessive (student is present 40% or less during the data period);
- student transfers from out-of-state after December 31;
- student attends school, but has an abbreviated schedule (1/2 day or less).

A Report of Irregularity must be completed prior to submitting the portfolio for scoring.

Dimension scoring progresses linearly from left to right with each successive cell showing all the characteristics of the one preceding it. Minimum requirements indicated must be met to obtain points above 0.

DIMENSIONS	10 Points	20 Points	30 Points
CONTENT	Content Standard(s) is/are stated, but <u>not related</u> to content area AND/OR activity(ies) is/are <u>not age appropriate</u> or related to the content area AND/OR there is at least one graph but no evidence sheet AND/OR there is at least one evidence sheet but no graph AND/OR all APIs or all activities are missing.	Content Standard(s) with activity(ies) related to Alternate Performance Indicator(s) is/are evident. Data collection/ graphing includes <u>less than 15 occurrences</u> and/or shows <u>no</u> progress.	Content Standard(s) with a minimum of <u>1</u> activity related to the Alternate Performance Indicator evident. <u>At least 15 occurrences</u> of data collection and graphing showing progress documented throughout the data period. All data collection is related to the Alt Performance Indicator.
DIMENSIONS	4 Points	8 Points	12 Points
CHOICE	Choice evident, but <u>not age appropriate</u> .	Choice evidenced, but <u>not related</u> to activity.	Choice evidenced and <u>related to at least 1</u> activity.
DIMENSIONS	2 Points	4 Points	6 Points
SUPPORTS	Support is <u>only</u> special education teacher and/or assistant directed.	<u>Natural support</u> evidenced but not connected to activity.	<u>Natural support</u> is evidenced in only <u>1</u> activity.
SETTINGS	Instruction evidenced occurs <u>only</u> in special education settings.	Instruction evidenced occurs within <u>multiple</u> settings, <u>1</u> of which is inclusive.	Instruction evidenced occurs within <u>2</u> inclusive settings.
PEER INTERACTIONS	Student interactions are evident <u>only</u> with other students who meet TCAP-Alt Participation Guidelines.	Student interactions with peers are <u>not related</u> to the Alternate Performance Indicator assessed.	Student interactions with peers <u>are related</u> to the Alternate Performance Indicator assessed under <u>1</u> content standard.

For definitions of terms found on this rubric and for additional scoring rules, see the TCAP-Alt PA Teacher's Manual.

2008-2009 TCAP-Alt PA Homebound Rubric

This rubric is to be used ONLY under the following conditions:

- 1) student is placed on homebound status for the entire school year;
OR
- 2) student attends a special day school
 - the special day school services students with significant cognitive and adaptive disabilities, and
 - the student's TCAP-Alt Participation Guidelines document cognitive and adaptive skills equal to or less than 50.

A Report of Irregularity must be completed prior to submitting the portfolio for scoring.

If the student is placed on homebound for only part of the year, contact the Division of Special Education for scoring instructions.

Dimension scoring progresses linearly from left to right with each successive cell showing all the characteristics of the one preceding it. Minimum requirements indicated must be met to obtain points above 0.

DIMENSIONS	10 Points	20 Points	30 Points
CONTENT	Content Standard(s) is/are stated, but <u>not related</u> to content area AND/OR activity(ies) is/are <u>not age appropriate</u> or related to the content area AND/OR there is at least one graph but no evidence sheet AND/OR there is at least one evidence sheet but no graph AND/OR all APIs or all activities are missing.	Content Standard(s) with activity(ies) related to Alternate Performance Indicator(s) is/are evident. Data collection/ graphing includes <u>less than 15 occurrences</u> for students in Special Day Schools or less than 10 occurrences for students receiving homebound services with graphing showing progress documented throughout the data period. All data collection is related to the Alt Performance Indicator.	One Content Standard with a minimum of <u>1</u> activity related to the Alternate Performance Indicator evident. <u>At least 15 occurrences</u> of data collection for students in Special Day Schools or 10 occurrences for students receiving homebound services with graphing showing progress documented throughout the data period. All data collection is related to the Alt Performance Indicator.
DIMENSIONS	4 Points	8 Points	12 Points
CHOICE	Choice evident, but <u>not age appropriate</u> .	Choice evidenced, but <u>not related</u> to activity.	Choice evidenced <u>and</u> related to at least <u>1</u> activity.

For definitions of terms found on this rubric and for additional scoring rules, see the TCAP-Alt PA Teacher's Manual.

Section V: Required Portfolio Components

How to Create a TCAP-Alt PA Portfolio

The first thing you will need to do is choose the Alternate Performance Indicators (APIs), Alternate Learning Expectations (ALEs), and Content Standards used in documenting student performance. Content Standards, ALEs, and APIs are located under the Alternate Performance Indicators link at <http://tennessee.gov/education/speced/seassessment.shtml>. You must scroll down the web page in order to find the link.

A portfolio can earn maximum points by choosing three different Content Standards for each Content Area to be assessed using the regular TCAP-Alt PA Scoring Rubric. The Content Standards are clearly labeled at the top of each section of the document titled “Content Standards and Alternate Performance Indicators.” (For example, Reading/Language Arts has three Content Standards: Reading, Writing, and Elements of Language.) For maximum points on the TCAP-Alt PA Modified Scoring Rubric or the TCAP-Alt PA Homebound Scoring Rubric, choose one Content Standard for each Content Area assessed.

Once you know which Content Standards you will assess, refer to the Alternate Learning Expectations (ALEs) aligned to those Content Standards. The ALE is identified by the letter of the corresponding Content Standard and a number signifying the level of the ALE. The ALE is written in italics. For example, a Level 1 ALE for the Content Standard “Numbers and Operations” is *NO.1 – the student will understand numbers, ways of representing numbers, relationships among numbers, and number systems*.

Beneath each ALE is a numbered list of goals called Alternate Performance Indicators (APIs). The API is identified by the number of the ALE plus the number that corresponds with the API’s placement in the list. For example, an API for the 3-5 grade level cluster ALE NO.1 is NO.1.4 – Identify numbers 0-30.

Choose one API for each of the three different Content Standards. Be sure to use the API list from the current year. Choose an API that is closely related to one of the student’s IEP goals. Some APIs are only appropriate for the very lowest functioning students. For example, “Communicate wants and needs” is not an appropriate API for a student who can already express wants and needs clearly. “Make marks on paper” is not an appropriate API for a student who can already draw recognizable objects or write words. If you are not sure which APIs are appropriate for a student’s assessment, please visit the Sample Activities link at the State website:

<http://tennessee.gov/education/speced/seassessment.shtml> and look through these exemplar activities selected by the State from previous years’ scored portfolios.

Next, print out the necessary forms needed to collect data and compile the portfolio. This is very important, as only State-approved forms will be scored. To obtain the forms, locate Appendix B in this manual or download them from the Forms Packet link at the state website: <http://tennessee.gov/education/speced/seassessment.shtml>.

You will need:

- Participation Guidelines (as described in Section II)
- Table of Contents (one per portfolio)
- Portfolio Validation (one per portfolio)
- Affidavit of Student Performance (one per portfolio)
- Evidence Sheet (three per Content Area assessed)
- Graph (three per Content Area assessed; see Graphs section on the upcoming pages to determine which graphs you should choose)

You may need:

- Report of Irregularity form (ONLY if Modified or Homebound Rubric is to be used)
- Media Permission form (ONLY if a photograph is provided to show proof of schedule used)

Place forms in a secure binder for future transfer to an official State binder after it arrives, or before the vendor's portfolio return deadline.

An Exemplar Portfolio has been assembled for clarification. It is located in Appendix A of this manual and on the State website: <http://tennessee.gov/education/speced/seassessment.shtml>. You may wish to refer to it as you go through the following steps.

The following components are required. If two or more of these components are missing, the portfolio will receive a score of "0." These components should be placed in the portfolio in the order given. Instructions for each component are given below.

1. Participation Guidelines
2. Table of Contents Form
3. Portfolio Validation Form
4. Affidavit of Student Performance
5. Statement on Mode of Communication, Adaptations/Modifications, and Statement of Inclusion
6. Schedule with proof of use
7. One graph with corresponding evidence sheet per Content Standard (when placing these in binder, the evidence sheet should go first)

Component Descriptions Listed in Order of Placement

Participation Guidelines

This form documents the student's eligibility for the TCAP-Alt PA. The school psychologist must fill out Section I of the Participation Guidelines form, and the principal must sign it, whether or not he or she was a member of the IEP team. The updated form is included in Easy IEP. For a more detailed explanation of this component, see Section II of this manual.

Report of Irregularity

This report is required ONLY if the Modified Rubric or Homebound Rubric is used. If needed, this form must be placed immediately following the Participation Guidelines.

Table of Contents

This page indicates where information is located, lists the student name, date of birth, grade level, and school. Once the portfolio has been assembled and the pages numbered, write in the page numbers in the bottom right-hand corner so that scorers can easily find the various components. (Make it easy for the scorers to find all information/data required.)

Portfolio Validation

The Validation signature page should be signed in ink by all persons involved in the Portfolio. This includes the student's parent(s) or caregiver(s) and the members of the Assessment Team.

Affidavit of Student Performance

This form is a part of the test security process for the TCAP-Alt PA and recognized by the State as a legal and binding document. The affidavit must be signed in ink by the teacher of record. This affidavit verifies that the student's portfolio is an accurate and ethical representation of that student's educational program and progress.

Statements on Mode of Communication, Adaptations/Modifications, and Statement of Inclusion

- These statements should be typed or written on one page.
- Each statement should have a separate heading, followed by a description (for example: Mode of Communication – [Student’s name] communicates using picture exchange cards and physical gestures).
- Mode of Communication-reflects how the student communicates with others.
- Adaptations/Modifications-any changes in the environment that allow the student to become more independent
- Statement of Inclusion-how and where the student is included with typically developing peers
- The Statement of Inclusion should be very clear. “Fully included” in a specific academic content area means the student is enrolled in that class and attends EVERY DAY the class meets (with the exception of reasonable absences due to illness). “Participates in,” “attends,” and “goes to” are NOT acceptable substitutions for the term “fully included.” These terms could be interpreted to mean the student attends the class for ten minutes once a week, once a month, or once a semester. This does not meet the criteria for full inclusion.
- The Statement of Inclusion should include the following information: [Student’s Name is fully included in the following Content Area classes _____, _____, _____; [Student’s Name] is fully included in the following elective/specialty area classes _____, _____, _____ OR [Student’s Name] is not fully included in any general education classes.
- As specified by the Regular TCAP/Alt-PA Scoring Rubric, a student who is fully included for a given Content Area is automatically awarded the maximum number of points for Settings, Supports, and Peer Interactions. In order for the student to receive these points automatically, a copy of the Inclusion Statement Page of the IEP must be included. Simply stating that the student is fully included is not sufficient evidence. The IEP Inclusion Statement Page should be placed in the portfolio immediately following the Statements on Mode of Communication, Adaptations/Modifications, and Statement of Inclusion. If the IEP Statement of Inclusion page is NOT included, the portfolio must have all necessary signatures.

Schedule

- This component is intended to show the means by which the student determines task completion and moves from one activity to the next throughout the school day.
- Include an example of how the student uses this tool and a brief description written by the teacher.
- The completed schedule should demonstrate evidence of use (e.g., student stamp/mark; photograph of student using Velcro/object schedule; teacher statement that student moves with bell schedule, along with an official print-out of the student’s bell-schedule; official guidance generated computer print-out, etc.).

Media Permission Form

- This form should be included ONLY if a picture of the student is used.
- A picture is utilized ONLY as evidence of schedule use.
- If a picture is used, ONLY the student being assessed should be seen.

Now you are ready to fill out the evidence sheet. The evidence sheet is a “snapshot” of one data collection point from the graph. It represents one lesson. Choose only ONE data point per API to be documented on Evidence Sheets. All information provided on the Evidence Sheet must pertain to ONLY that single occurrence.

When deciding which day to represent on the evidence sheet, it is best to consider which day will best meet the demands of the assessment. If possible, choose a day when instruction occurred in an inclusive setting and when the activity to be documented can be clearly explained.

Evidence Sheet

Step 1: Fill in the Student Name, Grade Level, Data Point Date, Content Area Assessed (circle), Content Standard, Alternate Learning Expectation (ALE), and Alternate Performance Indicator (API) at the top of each evidence sheet. It is advisable to write the number of the ALE and API along with corresponding wording as a safeguard against transcription errors. Be sure to use the API list from the CURRENT year.

For example (taken from 3-5 grade cluster):

Student Name: John Smith Grade Level: 4 Data Point Date: 9/15/2007

Content Area Assessed: Math

Content Standard: Numbers and Operations

Alternate Learning Expectation: NO.1-the student will understand numbers, ways of representing numbers, relationships among numbers, and number systems

Alternate Performance Indicator: NO.1. 4. Identify numerals 0-30.

Step 2: Activity – In the space provided, write a clear and specific description of what took place during the lesson. This description should include the materials used and the action the student performed.

- An Activity is NOT an API. It is the specific method of instruction that will lead to the mastery of the API.
- The description must be unambiguous. For example: “The student will manipulate objects” is NOT an activity. “Given 12 buttons and a cup, student will place buttons in cup” IS an activity. “The student will learn about volcanoes through videos, experiments, worksheets, and books” is NOT an activity, as we cannot tell what specific instruction occurred on that day. A better choice would be, “The student will help make a model volcano erupt using baking soda and vinegar” or “The student will watch a video about volcanoes.”
 - For further examples see Sample Activities Link at <http://tennessee.gov/education/speced/seassessment.shtml>
- The activity must be related to the API. Over time, the activity could lead to mastery of the API. Make sure the relationship between the activity and the API is clear. For example, if the API says the student will learn directional labels such as left, right, above, and below, it is not clear how “the student will put felt facial features on a paper plate puppet” is related. In order to make that relationship clear, you should phrase the activity in such a way that the relationship becomes clear: “Given a paper plate and felt facial features, the student will arrange the features to make a recognizable face, following verbal cues such as ‘put the nose above the mouth’ or ‘put this ear on the left side of the plate.’” If the activity is not clearly related but is a prerequisite (for example, grasping a tennis ball as a prerequisite to holding a pencil), add a brief note explaining the relationship. (Just writing “prerequisite” in parentheses is enough.)
- Spell out the names or titles of materials used. DO NOT use acronyms.
- If the activity is clear and appropriate for the API, it will be assumed that other activities represented on the graph are also appropriate. This allows choices and natural supports from both the evidence sheet and the graph to be credited.
- If the activity is unclear, it will be assumed that other activities represented on the graph are also unclear. In this case, choices and natural supports on the evidence sheet and the graph are considered “evidenced but not related to activity” and are scored accordingly as specified by the Rubric.
- Activities related to food are only appropriate if they are academic in nature (for example, ordering from a menu or using symbols or pictures to represent food needs). Pointing to or naming desired foods and crying to indicate needs are not appropriate for this assessment.
- Activities related to toileting are not appropriate for this assessment.

Step 3: Choice is connected to activities on the rubric.

- In the section under “Mark Only One,” mark the type of choice the student was given.
- In the section under “Circle Student’s Choice,” under Choice 1 and Choice 2, specify two of the options the student was given and circle what the student chose.
- If the student refused to choose between options provided, write a note of explanation.

General Notes about Choice:

- A choice is a) appropriate for the activity, b) not inherent to the activity, and c) something the teacher would reasonably and ethically offer the child. (To do or not do the activity, to take turns, to refrain from hitting or biting, etc. are not valid choices. If the activity is copying from the board, “looking” is not a valid choice because the activity cannot be completed without looking.) A choice is a decision between two equally acceptable options.
- For maximum points on the regular TCAP-Alt PA Scoring Rubric, there must be three different and appropriate types of choice evidenced throughout the Content Area. These choices may come from the evidence sheets, the graphs, or some combination thereof. For maximum points on the TCAP-Alt PA Modified Scoring Rubric and the TCAP-Alt PA Homebound Scoring Rubric, there must be one choice evidenced.
- If the choices reported are not age appropriate, the Choice score is limited to 4 points.
- Food choices are **ONLY** appropriate if they are related to the activity (for example, a student uses coins “earned” during a math lesson on money to purchase snack items from a classroom store). Choosing between popcorn and a candy bar as a reward is not appropriate for this assessment.
- The rubric connects Choice to Activity (see explanation under “Activity” above). Therefore, if the activity is unclear, inappropriate, or unrelated to the API, the Choice score is limited to 8 points (Choice evidenced, but unrelated to activity).

Step 4: Setting is the location of instruction.

- Write the location of the setting in the given blank.
- Circle either General Education or Special Education. In this context, Special Education refers to any setting in which only special education students are receiving instruction. General Education refers to any inclusive setting. Specialty Area classes (Music, Art, Computer, P.E.) are General Education settings if both special education students **AND** typically developing students are receiving instruction in the class and Special Education if only special education students are in that class.
- Spell out the names of specific locations. **DO NOT** use acronyms.
- The setting should be an appropriate one in which the activity might occur. For example, in Home Economics, a student might copy a chart about measurements used in cooking, but it would be inappropriate to copy a chart about the planets or about the geological features of the Earth.

General Notes about Settings:

- A student who is Fully Included for a given Content Area automatically receives the maximum number of points for Setting for that Content Area.
- For maximum points on the regular TCAP-Alt PA Scoring Rubric, instruction must occur in four inclusive settings per Content Area assessed. These may come from the evidence sheets, the graphs, or some combination thereof. For maximum points on the TCAP-Alt PA Modified Scoring Rubric, instruction must occur in two inclusive settings. The TCAP-Alt PA Homebound Scoring Rubric does not require evidence of inclusive settings.
- If there is no evidence that the student received instruction in any inclusive settings, the Settings score is limited to 2 points for that Content Area.
- Classroom and Homeroom are considered special education settings, unless there is evidence to the contrary. Speech, Life Skills, Clinic, and the Resource Classroom are always considered special education settings. (If you are referring to an inclusive “speech and drama” class, rather than a speech therapy class, please write a note explaining that this is the case.)
- A Language Development classroom is a general education class and is inclusive.

- The general education classroom for the four primary Content Areas (Language Arts, Math, Science, and Social Studies) are counted as many times as they occur. This is because the TCAP-Alt PA is designed to assess these Content Areas, and the ultimate goal is to give the student as much instructional time in the general education classroom as possible.
- Other areas, such as specialty areas (music, library, P.E., computer lab, art, etc.), other academic classes (Home Economics, Small Animal Care, Cosmetology, etc.), the cafeteria, the playground, the hall, etc. can only be counted once per Content Area. If settings such as the hallway, office, conference room, etc. are to be used, a statement of explanation needs to be included explaining why this setting was chosen and what makes it inclusive.
- Community settings, such as restaurants and stores, may be used once per type, per Content Area. If a student went on field trips to McDonald's, Pizza Hut, and Captain D's, credit would be given for one inclusive setting. If a student went on field trips to Target, Wal-Mart, and K-Mart, credit would be given for one inclusive setting. However, if a student went on a field trip to McDonald's and another to Wal-Mart, credit would be given for two inclusive settings because these two settings are very different.
- In the "codes" section of the graph, the "General Education Class" code refers ONLY to the Content Area being assessed. If a student goes to Art, Home Economics, Music, Small Animal Care, and Typing, each of these classes should be assigned its own code, and that code should be clearly marked in the "codes" section of the graph.

Step 5: Support refers to the assistance given to the student during the instructional period. There are two kinds of support: natural support (described below) and special education support. Because of the nature of this assessment, natural support receives more credit than special education support. For maximum points on the regular TCAP-Alt PA Scoring Rubric, three instances of natural support must be evidenced per Content Area assessed. For maximum points on the TCAP-Alt PA Modified Scoring Rubric, one instance of natural support must occur. The TCAP-Alt PA Homebound Scoring Rubric does not require evidence of natural support.

- The person who provided assistance should sign, write in the Content Area taught (or title, in the case of community workers and school personnel who are not teachers) and circle GE (General Education) or SP (Special Education). Community workers, cafeteria workers, school administrators, etc. should circle GE.
- This person can be Special Education, General Education, or a Community member.
- However, in order to receive credit for natural support, instruction must occur in an inclusive setting, and instruction must meet criteria listed below for natural support.

General Notes about Support:

- A student who is Fully Included for a given Content Area automatically receives the maximum points for Supports for that Content Area.
- General education teachers (including music, gym, and other specialty area teachers) may be counted multiple times, even though their settings count only once. For example: the gym teacher could provide natural support on three occasions for full credit. This is because the interaction that takes place between the student and the teacher providing natural support is more important than the location in which that interaction occurs. Also, the support given during instruction is sustained throughout the instructional period.
- Persons providing natural support who are not teachers (cashiers, servers, etc.) may be counted only once per Content Area, regardless of how many times they appear.

Natural Support is assistance available to both special education students and their typically developing peers. It ONLY occurs in inclusive settings (i.e., if the general education teacher comes into the special education classroom to give a lesson or presentation to the special education students only, the general education teacher is NOT considered natural support.)

- The special education teacher or teaching assistant may be considered natural support ONLY in an integrated setting where they are working collaboratively with the general education teacher and providing support to both special education students and typical peers (e.g., grade level math class taught collaboratively by special education and general education teachers).
- Natural support does NOT include a one-on-one aide.
- Only adults are considered natural support.
- Some examples of natural support are:
 - Specialty teachers in inclusive classes (such as music, art, P.E., computer, etc.)
 - Librarian
 - Cafeteria Worker or Manager
 - Cashier at Wal-Mart (If a person in the community providing natural support (such as a cashier or a server) refuses to sign the evidence sheet, a note of explanation needs to be included.)
 - General Ed teacher
- For maximum points on the regular TCAP-Alt PA Scoring Rubric, three instances of appropriate natural support must be evidenced across the Content Area. These may come from the evidence sheets, the graphs, or some combination thereof. For maximum points on the TCAP-Alt PA Modified Scoring Rubric, one instance of natural support must occur. The TCAP-Alt PA Homebound Scoring Rubric does not require evidence of natural support.

Step 6: Peer Interaction must be related to the activity. A peer is a student within 2 years of the student assessed who does NOT meet participation guidelines for TCAP-Alt PA. For those students who are 18 years or older, a peer is defined as a student 16 years or older who does NOT meet the participation guidelines for TCAP-Alt PA.

- In the blank provided, write the type of interaction (e.g., whole-class activity, small group activity, peer tutoring).
- Write a sentence of explanation explaining how (i.e., in what way) the peer interacted with the student. This explanation should describe how the interaction related to the activity. Did the peer do a similar assignment alongside the student being assessed? Did the peer encourage the student to participate? Did the peer help the student complete the work? “Peers encouraged Anaxamander to remain on task” and “Peers included Anaxamander in the group discussion of Brazil” are appropriate descriptions of how the student and peers interacted. “Anaxamander interacted well with his peers” is NOT an appropriate description, as it does not indicate whether or not the interaction was related to the instructional activity.
- The peer should sign his/her first name and write his/her grade level on the appropriate lines.

General Notes about Peer Interaction

- The rubric connects Peer Interactions to the API. For maximum points on the regular TCAP-Alt PA Scoring Rubric, there must be evidence of three peer interactions. These may come from either graphs or evidence sheets, but only one per API, and only one per Content Standard. For maximum points on the TCAP-Alt PA Modified Scoring Rubric, there must be evidence of one peer interaction. The TCAP-Alt PA Homebound Scoring Rubric does not require evidence of peer interactions.

Note: The evidence sheet and the graph are related. Parts of the graph may be completed before the day documented on the evidence sheet, and parts of the graph may be completed after. The evidence sheet reflects ONE activity on ONE DAY represented on the graph.

Graphs

Step 1: Choose the type of graph most appropriate for the kind of activities you will be doing with the student. There are four graph choices. Each graph has been designed to chart data collection differently.

The following is a description of each graph:

Graph 1

- Measures progress based on amount of prompting required to complete a given activity
- Most appropriate for lowest functioning students
- Definition of Prompt
 - Independent w/o Prompt: student completed activity without assistance
 - Proximity Prompt: student performs task with teacher/instructor in close range
 - Verbal Prompt: words given to encourage student to perform task
 - Modeling: demonstration of task by teacher/instructor
 - Touch Prompt: physical contact to encourage student to perform task
 - Hand-Over-Hand: teacher/instructor physically assists student's hand in manipulation for task completion
 - Full Physical Prompt: teacher/instructor physically assists student in manipulation for task completion
 - Physical Withdrawal: student does not complete task

Graph 2

- Measures progress based on number of attempts taken before student independently completes task
- Most appropriate for prerequisite skills, such as grasping a pencil or making marks on paper

Graph 3

- Can be adapted to a variety of purposes
- Most versatile graph
- One adaptation for lower functioning students is to ask student to perform task five times. Each attempt is worth 20%

Graph 4

- Most suitable for task analysis
- When using this graph, make sure that Step 1 is the easiest for student to complete. This is true even if Step 1 is the final step as in a backward chain. Line should go up from Step 1 to indicate progress.

Once the choice of graph is determined, print the graphs needed from Appendix B or download them from the State website <http://tennessee.gov/education/speced/seassessment.shtml> DO NOT alter graphs in any way except for the addition of unique setting codes, if needed.

Step 2: Fill in the Student Name, Content Standard, ALE, and API at the top of each graph. It is advisable to write the number of the ALE and API along with corresponding wording as a safeguard against transcription errors. For example (taken from 3-5 grade cluster):

Student Name: John Smith Grade Level: 4

Content Standard: Numbers and Operations

Alternate Learning Expectation: NO.1-the student will understand numbers, ways of representing numbers, relationships among numbers, and number systems

Alternate Performance Indicator: NO.1. 4. Identify numerals 0-30.

Step 3: For each day data is collected for an Alternate Performance Indicator (API), write the date in the appropriate box on the top line of the graph. Indicate student performance by marking the corresponding box under the date with a point centered in the box.

Step 4: Choice

- If a student was given a choice, place the appropriate choice code in the box for that data day. The codes are located beneath the graph under the heading “Choice Codes.”

Step 5: Inclusion

- If instruction occurred in an inclusive setting, place a Y in the corresponding box.
- If instruction did not occur in an inclusive setting, place an N in the corresponding box.
- Special Education Settings are never inclusive.

Step 6: Setting Code

- Place the appropriate setting code in the corresponding box. The codes are located beneath the graph under the heading “Settings & Codes.”
- If using a setting that has not been assigned a code, write the setting under “Other” and specify the code to be used.

Step 7: Peer Interaction

- If peer interaction occurred on the data collection day, write a Y in the corresponding box.
- If peer interaction did not occur, write an N in the corresponding box.
- If peer did not sign the evidence sheet, he/she must sign the graph.
- Grade level of peer must be included along with an explanation of the type of interaction and activity.

Step 8: Natural Support

- If natural support was provided on the data collection day, write a Y in the corresponding box.
- If natural support was not provided on the data collection day, write an N in the corresponding box.
- The special education teacher or teaching assistant may be considered natural support only in an integrated setting where they are working collaboratively with the general education teacher and providing support to both special education students and typically developing peers.
- Natural Support occurs ONLY in inclusive settings (i.e., if the general education teacher comes into the special education classroom to give a lesson or presentation to the special education students only, the general education teacher is NOT considered natural support.)

Step 9: As data collection continues, connect the dots. A line graph is preferred. However, a graph of dots or a bar graph will also be accepted.

- Be sure that the line connecting the dots goes UP to show progress.
- For maximum points on the regular TCAP-Alt PA Scoring Rubric or the TCAP-Alt PA Modified Scoring Rubric, each graph must have 15 data points and must show progress. Progress is defined as at least three occurrences during which the student performed at least two increments above the lowest point. These occurrences must appear after the lowest point. For maximum points on the TCAP-Alt PA Homebound Scoring Rubric, students attending Special Day Schools must have 15 data points showing progress. Students receiving homebound services must have 10 data points showing progress.
- It is advisable to leave enough time at the end of the data collection period that, if a student’s performance drops to its lowest point after 10-12 data points, there will be time to show progress or to choose a different date to represent on the graph.
- Data should be dispersed throughout the data collection period.

- If a student is absent on the day you normally collect data, do not record that date on the graph. Choose a different date on which to collect data, once the student returns. Data cannot be collected on a student who is absent.
- If a student shows mastery over five consecutive data collection points, the skill is considered “mastered,” and a new API related to the same Content Standard must be chosen. To indicate this, draw a thick red vertical line between the part of graph related to the original API and the part related to the new one. Write a statement explaining that the student has mastered the API. Along with the statement, write the number and description of the new (higher level) API.
- The same process may be followed if it becomes clear that the API you have chosen is so difficult that the student can not make progress. A thick red vertical line may be drawn and a statement made to the effect that the chosen API was inappropriate for this student and a new one has been chosen. Along with the statement, write the number and description of the new (lower level) API. The new API must be related to the same Content Standard.

To see an example of a completed graph, refer to the Exemplar Portfolio located in Appendix A or on the State website at <http://tennessee.gov/education/speced/seassessment.shtml>. A Tools and Tutorials link is also available on the same site. For further explanation of items, see descriptions located in previous section for Evidence Sheet or in Section VII: Glossary.

Note: Each data point on the graph represents one activity done with the student in pursuit of the chosen API goal. These may or may not be the same activity documented on the evidence sheet, but they should all be related to the same API, and instruction should be designed so that results can be represented by the chosen graph.

Dos and Don'ts of Portfolio Assembly: Helpful Hints

DO include all required components.

DO include only requested material.

DO place the Content Areas in the following order:

- Reading/Language Arts
- Math
- Science
- Social Studies

DO make sure all documentation is clear.

DO make sure the activity is clear and specific.

DO make sure there is a strong correlation between the API and the activity.

DO be mindful of age appropriate work and materials.

DO spell out the names of places, titles, and materials (e.g., use Picture Exchange Cards, not PECs).

DO write a note of explanation if there are unusual circumstances (such as a special education teacher acting as natural support in a general education classroom or a cashier who refuses to provide a signature).

DO make sure the Participation Guidelines form is correctly filled out and signed by the principal and the school psychologist.

DON'T include extraneous materials, such as:

- IEP documents
- Content Areas that should not be assessed (such as Social Studies for a High School student)
- Test results
- Work samples
- Photographs (except as proof of schedule use)
- Medical records
- Social security numbers on pages OTHER than the student demographic sheet.

DON'T use the same evidence sheet and/or graph for multiple entries (e.g., graphs should not be identical).

DON'T photocopy signatures.

DON'T photocopy data charts (graphs).

DON'T use acronyms. Spell out the names of places, titles, and materials.

DON'T use more than one API or activity on the same evidence sheet.

DON'T use more than one API per graph unless the original API was replaced.

DON'T reword the API. Any modifications should be reflected in the activity only.

Section VI: Binder Assembly and Return Instructions

Teachers: Assembling and Returning Portfolio to Building Level Testing Coordinator

Instructions:

1. Before removing the Student Demographic Information sheet, please verify that the number on the cover of the portfolio binder and the number in the bottom right-hand corner of the Student Demographic Information sheet match. If they do match, proceed to Step 2. If they do not match, contact your Building Level Testing Coordinator.
2. Remove the Student Demographic Information sheet from under the clear plastic cover on the front of the portfolio binder.
3. Fill out the Student Demographic Information sheet (see separate instructions inserted in the inside front pocket of each binder; they are also reproduced on the next two pages).
4. Write the student's name on the label on the front of the portfolio binder.
5. After the Student Demographic Information sheet is completed, replace it under the clear plastic cover on the front of the portfolio binder. If this sheet somehow becomes torn, tape it together before replacing it in the front of the binder.
6. If the portfolio is to be scored using a homebound or modified rubric, insert the completed Report of Irregularity form into the portfolio binder so that it is the first page the scorer sees when the portfolio binder is opened. Be sure the form is filled out completely, that the correct rubric has been marked with a check, and that all necessary signatures are present. The Report of Irregularity form must be included in order for the portfolio to be scored with a modified or homebound rubric. If you do not have a Report of Irregularity form, one may be downloaded from the Tennessee State Department of Education website. The URL is: <http://www.tennessee.gov/education/speced/seassessment.shtml>.
7. Insert the Table of Contents, Validation (signature) sheet, Affidavit of Student Performance, the Mode of Communication and Adaptations with Statement of Inclusion, and the schedule with proof of use, in that order. These should be the first papers in the portfolio before the tabbed dividers, unless there is a Report of Irregularity form which must be the first page of the portfolio.
8. Insert the evidence sheets and graphs for Reading/Language Arts behind the divider labeled "Reading/Language Arts." The evidence sheet and graph for each Content Standard should be placed together, with the evidence sheet first and the graph immediately following (e.g. Reading evidence sheet, Reading graph, Writing evidence sheet, Writing graph, Elements of Language evidence sheet, Elements of Language graph). Be sure to use the state-approved graphs and evidence sheets available on the website listed above.
9. Insert the evidence sheets and graphs for the remaining Content Areas in the same manner. When the portfolio has been assembled, Reading/Language Arts should be first, followed by Math, Science, and Social Studies, in that order. (High School students will not have Social Studies and may have only one or two Content Areas. K-2 may have all four Content Areas, or may have fewer.)
10. If there is no entry for a given Content Area, please insert the "No Entry" sheet in the position for that Content Area (behind the divider). The "No Entry" sheet can be found in the front pocket of the portfolio. If you have more than one Content Area with no entry, copies of the "No Entry" form should be made and inserted.
11. Review the portfolio to make sure all of the material in the portfolio belongs to the same student, that all required elements are present, and that no additional material has been included.
12. Double check to make sure the number on the cover of the completed portfolio matches the number in the bottom right-hand corner of the Student Demographic Information sheet (if it does not match, this could result in inaccurate AYP information).
13. When all of your portfolios have been completed, return them to your Building Level Testing Coordinator.

Instructions – Student Demographic Information

Coding Instructions for Portfolio Assessment, Grades K-12:

Incorrect, incomplete, or illegible information will result in inaccurate student data, will delay test processing, and may have a negative impact on final reports. Fill in **ONLY ONE** circle in each column.

Instructions:

Ensure student demographic information is properly marked.

- use No.2 pencil to make dark, solid marks that fill the circle completely
 - make no stray marks
 - marking more than one circle will invalidate the coding
 - erase changes completely
 - when writing, print legibly
1. **NAME:** Print the student's full legal name (LAST, FIRST, and MIDDLE INITIAL) in the spaces provided. If there are not enough spaces for any name, print only as many letters as there are spaces. Fill in the corresponding circle below each letter. If the letter space is blank, fill in the empty circle at the top of that column under that letter space.
 2. **UNIQUE STUDENT ID NUMBER OR SOCIAL SECURITY NUMBER:** The student's social security number or unique number must be printed in the boxes and the corresponding circles filled in below each number.
 3. **BIRTH DATE:** Fill in the appropriate circles for the month, day, and year of birth. If day is a single-digit number, precede it with a zero (0).
 4. **ETHNIC ORIGIN:** Fill in the circle that best represents the student's ethnic origin.
 5. **GENDER:** Fill in the appropriate circle.
 6. **ASSIGNED GRADE:** Fill in the circle corresponding to the student's grade level.
 7. **SYSTEM, SCHOOL, and TEACHER:** Names must be printed in the appropriate spaces. For private schools, system name should be the same as the school name. Homebound students should use the name of the system and the school through which they receive homebound services.
 8. **SYSTEM #:** Print the number of the student's current school system in the spaces provided, and fill in the corresponding circles below. Homebound students should use the number of the system through which they receive homebound services.
 9. **SCHOOL #:** Print the number of the school the student currently attends in the spaces provided, and fill in the corresponding circles below. Homebound students should use the number of the school through which they receive homebound services.
 10. **NON-PUBLIC #:** If the school where the student attends is not a public school, print the non-public school number in the spaces provided, and fill in the corresponding numbers below.

11. MEMBERSHIP DATA:

- The student HAS BEEN continuously enrolled in this school since the 1st reporting period.
- The student has NOT been continuously enrolled in this school but HAS BEEN enrolled in this school district since the 1st reporting period.
- The student has NOT been continuously enrolled in this school district but HAS BEEN enrolled in a Tennessee public school district since the 1st reporting period.
- The student has NOT been continuously enrolled in a Tennessee public school district since the first reporting period.

Note: Home school and private school students should be coded in this area.

12. SCORING RUBRIC: Fill in corresponding circle for the rubric with which the student's portfolio should be scored. If a modified rubric is to be used, fill in the appropriate circle to indicate the reason. If you are not certain whether this student's portfolio is eligible to be scored using a modified or homebound rubric, see the eligibility requirements, which can be downloaded from <http://www.tennessee.gov/education/speced/seassessment.shtml>.

Note: Incorrectly completing these circles may affect the student's score.

13. OTHER PROGRAMS: Fill in the corresponding circle if the student qualifies with a Migrant Education Certification of Eligibility (COE). If not, leave this section blank. For a list of children with COEs, contact the local Title I Director.

14. STATE USE ONLY: Please do not write in this box. It is for state department use only.

15. TITLE I: (Only schools receiving Title I funds complete this information):

- SWP—Schoolwide Program: Fill in the corresponding circle for each student in the Title I schoolwide project school.
- TAS—Targeted Assistance School: Fill in the corresponding circle for each student in the Title I targeted assistance program.
- TAS Direct Service—Fill in the corresponding circle for each student receiving direct Title I assistance. (This section is not to be filled out if the student is enrolled in a schoolwide project school).
- Poverty Level Percentage: Fill in the corresponding circle for each student in a Title I targeted assistance or schoolwide project school. The poverty level is the percentage reported in the school's annual Title I plan.

16. CODE A/B (All schools complete this information):

Fill in the appropriate circle for each child in every school.

- Code A: ELIGIBLE for free or reduced lunch price
- Code B: NOT eligible for free or reduced lunch price

Code A or B:

Federal Law [Title I of the Elementary and Secondary Education Act as amended by Title I of the Improving America's School Act (IASA, P.L. 103-382), Section 111 (b)(3)(1)] requires the disaggregation of student performance on state-mandated tests by certain categories including economically disadvantaged as compared to those who are not economically disadvantaged. This requirement applies to all students taking all state mandated assessments. Extreme confidentiality when entering this data must be maintained. Any questions concerning this coding should be directed to the local School Nutrition Coordinator or the State Director of School Nutrition at (615) 532-4714.

17. **ESL SERVICES:** If the student is receiving ESL services, fill in the appropriate circle and the AYP status.
18. **SPECIAL EDUCATION:** Fill in the circle corresponding with the appropriate number of hours for each student receiving special education services.

Note: Please verify that student demographic information is correctly coded to ensure accurate reporting for AYP Accountability.

LAST NAME										FIRST NAME										MI
A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	
B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	
C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	
D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	
E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	
F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	
G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	
H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	
I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	
J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	
K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	
L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	
M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	
N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	
O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	
P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	
Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	
R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	
S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	
T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	
U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	
V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	
W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	
X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	
Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	

UNIQUE STUDENT ID NUMBER OR SOCIAL SECURITY NUMBER									
0	0	0	0	0	0	0	0	0	0
1	1	1	1	1	1	1	1	1	1
2	2	2	2	2	2	2	2	2	2
3	3	3	3	3	3	3	3	3	3
4	4	4	4	4	4	4	4	4	4
5	5	5	5	5	5	5	5	5	5
6	6	6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8	8	8
9	9	9	9	9	9	9	9	9	9

ETHNIC ORIGIN	
<input type="radio"/>	American Indian/ Alaska Native
<input type="radio"/>	Asian/Pacific Islander
<input type="radio"/>	Black, not Hispanic
<input type="radio"/>	Hispanic
<input type="radio"/>	White/not Hispanic

MEMBERSHIP DATA	
<input type="radio"/>	1
<input type="radio"/>	2
<input type="radio"/>	3
<input type="radio"/>	4

BIRTH DATE		
MONTH	DAY	YEAR
<input type="radio"/> Jan	0	0
<input type="radio"/> Feb	1	1
<input type="radio"/> Mar	2	2
<input type="radio"/> Apr	3	3
<input type="radio"/> May	4	4
<input type="radio"/> Jun	5	5
<input type="radio"/> Jul	6	6
<input type="radio"/> Aug	7	7
<input type="radio"/> Sep	8	8
<input type="radio"/> Oct	9	9
<input type="radio"/> Nov		
<input type="radio"/> Dec		

GENDER	
<input type="radio"/>	Female
<input type="radio"/>	Male

ASSIGNED GRADE	
<input type="radio"/>	K
<input type="radio"/>	1
<input type="radio"/>	2
<input type="radio"/>	3
<input type="radio"/>	4
<input type="radio"/>	5
<input type="radio"/>	6
<input type="radio"/>	7
<input type="radio"/>	8
<input type="radio"/>	9
<input type="radio"/>	10
<input type="radio"/>	11
<input type="radio"/>	12

TEACHER NAME _____

SYSTEM NAME _____

SCHOOL NAME _____

SYSTEM #				
0	0	0	0	0
1	1	1	1	1
2	2	2	2	2
3	3	3	3	3
4	4	4	4	4
5	5	5	5	5
6	6	6	6	6
7	7	7	7	7
8	8	8	8	8
9	9	9	9	9

SCHOOL #				
0	0	0	0	0
1	1	1	1	1
2	2	2	2	2
3	3	3	3	3
4	4	4	4	4
5	5	5	5	5
6	6	6	6	6
7	7	7	7	7
8	8	8	8	8
9	9	9	9	9

NON-PUBLIC #				
0	0	0	0	0
1	1	1	1	1
2	2	2	2	2
3	3	3	3	3
4	4	4	4	4
5	5	5	5	5
6	6	6	6	6
7	7	7	7	7
8	8	8	8	8
9	9	9	9	9

SCORING RUBRIC	
<input type="radio"/> Regular	If "Modified" or "Homebound" is selected at left, please also indicate level.
<input type="radio"/> Modified	
<input type="radio"/> Abbreviated Schedule (1/2 day or less)	
<input type="radio"/> Attendance	
<input type="radio"/> Transfer from out of state after 12/31/07	
<input type="radio"/> Homebound	
<input type="radio"/> Special Day School	

REPORT OF IRREGULARITY
<input type="radio"/>

OTHER PROGRAMS
<input type="radio"/> Migrant
<input type="radio"/> Yes

TITLE I	
<input type="radio"/> Title I SWP (Schoolwide Programs)	<input type="radio"/> 0 – 34%
<input type="radio"/> Title I TAS (Targeted Assistance Schools)	<input type="radio"/> 35 – 49%
<input type="radio"/> Title I - TAS Direct Service	<input type="radio"/> 50 – 74%
	<input type="radio"/> 75 – 100%

SPECIAL EDUCATION
<input type="radio"/> Special Education Services (less than 4 hours per week)
<input type="radio"/> Special Education Services (4 through 22 hours per week)
<input type="radio"/> Special Education Services (23 or more hours per week)

STATE USE ONLY		
<input type="radio"/> A1	<input type="radio"/> B1	<input type="radio"/> C1
<input type="radio"/> A2	<input type="radio"/> B2	<input type="radio"/> C2
<input type="radio"/> A3	<input type="radio"/> B3	<input type="radio"/> C3
<input type="radio"/> A4	<input type="radio"/> B4	<input type="radio"/> C4

CODE A/B	
<input type="radio"/> CODE A	<input type="radio"/> CODE B

ESL SERVICES	
Choose One	AYP Status
<input type="radio"/> ELL	<input type="radio"/> ELL Excluded
<input type="radio"/> T1/T2	<input type="radio"/> Medically Exempt



2007-2008
Ait-PA
 TENNESSEE COMPREHENSIVE ASSESSMENT PROGRAM

DO NOT WRITE IN THIS AREA

Section VII: Glossary

Activity – classroom instruction in which individual, measurable, observable skills are taught

Adaptations – any change to the environment that allows the student to become more independent (picture schedules or checklists, picture overlays for the computer, picture maps, loop tape instructions)

Age appropriate – degree to which the skills taught, the activities and materials selected, and the language used reflect the chronological age of the student

Alternate Learning Expectation – identifies the essential core of learning for the grade level clusters identified for TCAP-Alt PA participants

Alternate Performance Indicators – goals to be worked toward during current school year

Assessment Team – persons responsible for day-to-day implementation of the student's educational plan (general education teacher, special education teacher, school administrator, building level testing coordinator, teaching assistant, therapists, special area teachers, etc.) may or may not be members of the IEP team.

Choice Dimension – degree to which the student has the opportunity to make content related choices within activities

Content Area – academic curriculum area assessed (Reading/Language Arts, Mathematics, Science, and Social Studies)

Content Standard – skills all students are expected to develop within each Content Area

Content Dimension – degree to which the activities for instruction, performance, and generalization are age appropriate, functional, and meaningful (promote increased independence)

Data Period – refers to the evidence collection period for the portfolio (data collection must be distributed throughout the entire data collection period)

Evidence Sheet – form required for each activity evidenced. Form shows documentation of each Content Area included in the assessment.

Inclusive Settings – environments where instruction/application/generalization of skills occurs with natural proportions of age-appropriate peers present (do not include special education settings, such as, speech, OT, PT, clinic etc.)

Natural Support – assistance provided for all students (disabled and non-disabled) by adults in inclusive settings (e.g., assistance provided by the librarian in the school library, and/or assistance provided by a general education teacher.)

Peer Interactions Dimension – degree to which the student has access to peers during program instruction

Peers – students within 2 years of age of the student assessed who do not meet TCAP-Alt PA Participation Guidelines. For those students who are 18 years or older, peers are defined as 16 years or older.

Portfolio – compilation of documentation of student performance and progress on specific TCAP-Alt PA Alternate Performance Indicators (should be a natural part of daily instruction and provide opportunities for a wide range of instructional strategies)

Progress – documented primarily through data collection. Progress is shown by a minimum of 3 separate occurrences at least two increments above the lowest point . If the student shows mastery for a sustained period of time (5 data collection occurrences in a row), the difficulty level of the skill should be increased or a new Alternate Performance Indicator chosen

Prompt – cue that elicits a response. When prompting is no longer needed, the student is considered independent. If a student refuses to respond to prompting, s/he is physically withdrawn. The following defines types of prompts used within this assessment.

- **Proximity** – student performs task with teacher/instructor in close range
- **Verbal** – words given to encourage student to perform task
- **Modeling** – demonstration of task by teacher/instructor
- **Touch** – physical contact to encourage student to perform task (e.g., elbow, hand, shoulder, center of back)
- **Hand-over-Hand** – teacher/instructor physically assists student’s hand in manipulation for task completion
- **Full Physical** – teacher/instructor physically assists student in manipulation for task completion

Rubric – scoring guide

Settings Dimension – degree to which multiple inclusive settings or environments are used for instruction and/or generalization (e.g., integrated, general education classroom; library; cafeteria; campus; integrated work site; post office; restaurant; store; public transportation; sports center; etc.)

Student Schedule – format (objects, symbols, pictures, physical cues, auditory cues, and/or words) that the student uses to find out what comes next and for task completion

Support – adaptations, modifications, assistive technology, or other assistance that is provided during the course of instruction.

Supports Dimension – degree of support or natural support provided during instruction.

Appendix A

Exemplar Portfolio

Also available following the Exemplar Portfolio link at
<http://tennessee.gov/education/speced/seassessment.shtml>

Note: further help is given through the following links on the above website:

- Tools and Tutorials
- Integrating Portfolio with Day-to-Day Instruction

Appendix B

Forms Package

Forms available for download

<http://www.tennessee.gov/education/speced/seassessment.shtml>

2008-2009
TCAP-Alt Participation Guidelines
(Required Addendum to the IEP)

Student: _____ Assigned Grade Level: _____ Date: ____/____/____ Date of Birth: ____/____/____
To participate in the Alternate Assessment, the student must have a current IEP and documentation to support all criteria listed below.

SECTION I

YES	NO	Evaluation Review of Cognitive/Adaptive Ability – Document Below
<input type="checkbox"/>	<input type="checkbox"/>	<p>Note: In order to ensure there is sufficient information to document this student has a significant cognitive and adaptive disability, the school psychologist must review all evaluation/assessment information. After file review and documentation of this review has been made, the school psychologist signs in the space provided below, indicating agreement or non-agreement of the student's significant cognitive and adaptive deficits.</p> <p>This student demonstrates significantly deficit cognitive ability and adaptive skills which prevent full involvement and completion of the state-approved content standards even with program modifications.</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No Review of student files indicates s/he has a significant deficit in cognitive and adaptive level of functioning:</p> <p>Psychologist's Printed Name _____ / Signature _____</p> <p>Individual Cognitive Ability Test: _____ Date: _____</p> <p style="padding-left: 40px;">Total Battery Score: _____</p> <p style="padding-left: 80px;">Highest Component Score: _____ Area: _____</p> <p style="padding-left: 80px;">Lowest Component Score: _____ Area: _____</p> <p>Adaptive Behavior Skills Assessment: _____ Date: _____</p> <p style="padding-left: 40px;">Total Battery Score: _____</p> <p style="padding-left: 80px;">Highest Component Score: _____ Area: _____</p> <p style="padding-left: 80px;">Lowest Component Score: _____ Area: _____</p> <p>NOTE: All Total Scores and Component Scores are required. Provide Standard Scores only.</p> <hr/> <p>If documentation in one of the requested areas is unavailable, a detailed explanation for participation in TCAP-Alt must be documented in the spaces provided below. Please include a detailed description of any medical conditions preventing assessment in the requested areas.</p> <p>_____</p> <p>_____</p> <p>_____</p>
YES	NO	IEP Team Review – Check Yes or No and Document Below
<input type="checkbox"/>	<input type="checkbox"/>	The student requires intensive, frequent individualized instruction in a variety of settings including school, community, home, or the workplace to acquire, maintain, and generalize functional academics and life skills.
<input type="checkbox"/>	<input type="checkbox"/>	There are historical data (current and longitudinal across multiple settings) that confirm the individual student criteria listed above.
<input type="checkbox"/>	<input type="checkbox"/>	<p style="text-align: center;">STUDENT SAFEGUARDS</p> <p>The following conditions have been ruled out and are not the primary justification or reason this student is not participating in the general Tennessee Comprehensive Assessment Program (TCAP), even with extensive accommodations and modifications:</p> <ul style="list-style-type: none"> <input type="checkbox"/> • excessive or extended absences, <input type="checkbox"/> • sensory impairments, <input type="checkbox"/> • emotional-behavioral disabilities, <input type="checkbox"/> • specific learning disabilities, <input type="checkbox"/> • language impairment, <input type="checkbox"/> • other health impairment <input type="checkbox"/> • developmental disability (i.e., Autism, Asperger's Syndrome, Developmental Delay) <input type="checkbox"/> • limited English proficiency, or <input type="checkbox"/> • social, cultural, and economic differences. <p><input type="checkbox"/> The decision for TCAP-Alt participation is based on the needs of the student. It is not based upon anticipated impact on system and/or school performance scores.</p> <p>The decision for TCAP-Alt participation is an IEP Team decision based on the needs of the student. it is not an administrative decision.</p>
YES	NO	For a Student 14 Years of Age or Older
<input type="checkbox"/>	<input type="checkbox"/>	The student is unable to complete a state approved high school diploma program, even with extended learning opportunities and/or accommodations.

If the answer to any question in Section I is No—**Stop Here.**
This student does not meet criteria for participation in the Alternate Assessment.

If all answers to questions in Section I are Yes—Proceed to Section II.

Student: _____ Assigned Grade Level: _____ Date: ____/____/____ Date of Birth: ____/____/____

SECTION II

Guidelines for Determining Participation in TCAP-Alt PA or Out-of-Level Assessment:

The Portfolio Assessment has been designed to measure academic progress of students with the most significant cognitive and adaptive disabilities.

While the use of out-of-level assessments is an option under TCAP-Alt for 2007-2008, the IEP Team must be aware that any student who participates in an out-of-level assessment will automatically be reported as a "Non-Participant" and as "Below Proficient" for AYP purposes. The IEP Team must carefully consider if the student is able to meaningfully participate in the out-of-level assessment. The out-of-level assessment chosen must represent challenging academic goals for the student. Administration of an assessment that is below the ability level of the student is an inappropriate use of this option.

Check All That Apply:

- ☐ IEP Team Members agree that the student meets participation guidelines for the TN Alternate Assessment.
- ☐ This student's participation in the TN Alternate Assessment is documented and justified annually on the IEP.

The IEP Team has determined that the student will participate in:

- ☐ TCAP-Alt: PA (Check Content Areas for Assessment)
- ☐ Reading/Language Arts (includes Writing in Grades 5, 8, and 11) ☐ Mathematics ☐ Science ☐ Social Studies
- ☐ Yes ☐ No Multimedia Permission Form Signed by the Parent: _____
- ☐ TCAP-Alt Out-of-Level (Reminder: Reported as a "Non-Participant" and "Below Proficient" for AYP purposes)
- ☐ TCAP-Alt Writing Assessment (Grades 5, 8 and 11) – For use by students who have been assessed in TCAP-Alt PA Reading/Language Arts at high school level prior to the 11th grade and students participating in Out-of-Level assessment.

Yes	No	If the student is participating in the Out-of-Level option, complete the following information.
<input type="checkbox"/>	<input type="checkbox"/>	Based on criterion-referenced or norm-referenced assessments, the student's instructional reading level measures at least pre-kindergarten/readiness skills level • Test: _____ Date: _____ • Instructional Reading Level: _____
<input type="checkbox"/>	<input type="checkbox"/>	The IEP Team is in agreement that Out-of-Level assessment is the most appropriate option for the student. The IEP Team agrees that the Out-of-Level assessment chosen represents challenging academic goals for the student.
<input type="checkbox"/>	<input type="checkbox"/>	The IEP Team acknowledges participation in Out-of-Level assessment will automatically be reported as "Non-Participant" and as "Below Proficient" for AYP purposes.

IEP Team Members:

Signature

Position

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

I am aware this student meets the TCAP-Alt Participation Guidelines and is appropriately identified as a candidate for the TCAP-Alt **OR** I am aware this student does not meet the TCAP-Alt Participation Guidelines and if assessed with the TCAP-Alt may be reported as "non participant" and "below proficient" for AYP purposes.

School Principal Signature: _____

Table of Contents
REQUIRED

Student Name: _____

DOB: _____ / _____ / _____ Assigned Grade Level: _____

School: _____

Page
Number(s)

Portfolio Validation [give page number(s) of location]....._____

Affidavit of Student Performance_____

Sample of Student's Mode of Communication, Instructional
Adaptations, and Statement of Inclusion....._____

Schedule....._____

Entry #1: Reading/Language Arts....._____

Entry #2:
Mathematics....._____

Entry #3: Science....._____

Entry #4: Social Studies....._____

Comments:

Portfolio Validation
REQUIRED

We, the undersigned, verify that the student participated in the TCAP-Alt Portfolio Assessment.

Assessment Team Signatures

Parent/Guardian: _____

Principal: _____

Spec. Ed. Teacher: _____

Gen. Ed. Teacher: _____

Building Level Testing Coordinator: _____

Student (if applicable): _____

Other (specify position): _____

Other (specify position): _____

Other (specify position): _____

Other (specify position): _____

Tennessee Comprehensive Achievement Program - Alternate Portfolio Assessment

TCAP-Alt PA

Affidavit of Student Performance

Student Information

Student Name: _____

Date of Birth: _____ School Name: _____

Affidavit of Student Performance

I, the undersigned, do attest that all work contained in this Tennessee Alternate Portfolio Assessment was performed by the student and in the presence of a teacher and/ or paraprofessional.

Further, in compiling this evidence with the student and/or on his/her behalf, I did not fabricate, alter, or modify student work samples, products, or data.

I am also unaware that others have provided inappropriate assistance.

Teacher: _____
Signature Date

Alternate Performance Indicator (Code and API): _____

Provide a clear explanation of activity and materials used:

The student's choice within the activity was in the area of:

☐ Materials ☐ Who to work with ☐ Where to work on the activity

☐ Reward/positive reinforcement for completing activity ☐ When to work on the activity

Choice 1 _____ Choice 2 _____

The student will work on this skill in _____
Setting

Circle One: This setting is General Education (GE) or Special Education (SP)

The student worked with...

Signature _____ Content Area Instructor _____ Circle One: GE or SP

(Complete Entire Section)

Type of Interaction: (Group assignment, peer supports, etc.)

Provide sentence explaining how student interacted with peers on this activity.

Signature of Peer: _____ Grade Level _____
First Name Only

Student: _____

Content Standard: _____

Alternate Learning Expectation: _____

Alternate Performance Indicator: _____

Graphing of Student Progress

Data Point – Date																						
Independent w/o Prompt																						
Proximity Prompt																						
Verbal Prompt																						
Modeling																						
Touch Prompt																						
Hand-Over-Hand																						
Full Physical Prompt																						
Physical Withdrawal																						
Choice																						
Inclusion (Y/N)																						
Setting Code																						
Peer Interactions (Y/N)																						
Natural Support (Y/N)																						

Settings & Codes

Guidance – G

Art – A

Gen. Ed. Class – GE

Spec. Ed. Class – SP

Library – L

Other Settings (Specify):

(Setting) _____ (Code) _____ (Setting) _____ (Code) _____

Choice Codes

o Materials

Reward

* Who

^ When

+ Where

Natural Support Signatures

1. _____ / _____
 2. _____ / _____
 3. _____ / _____

Content Area Instructed

GE or SP

Peer Signature/Description of Interaction: _____

_____ Grade _____

Student: _____

Content Standard: _____

Alternate Learning Expectation: _____

Alternate Performance Indicator: _____

Graphing of Student Progress

Completed on Attempt	Data Point – Date																			
	# 1																			
	# 2																			
	# 3																			
	# 4																			
	# 5																			
	# 6																			
	# 7																			
	# 8																			
	# 9																			
	# 10																			
	Choice																			
	Inclusion (Y/N)																			
	Setting Code																			
	Peer Interactions (Y/N)																			
	Natural Support (Y/N)																			

Settings & Codes

Guidance – G

Art – A

Gen. Ed. Class – GE

Spec. Ed. Class – SP

Library – L

Other Settings (Specify):

(Setting) _____ (Code) _____ (Setting) _____ (Code) _____

Choice Codes

o Materials

Reward

* Who

^ When

+ Where

Natural Support Signatures

1. _____ / _____
 2. _____ / _____
 3. _____ / _____

Content Area Instructed

GE or SP

Peer Signature/Description of Interaction: _____

_____ Grade _____

Student: _____

Content Standard: _____

Alternate Learning Expectation: _____

Alternate Performance Indicator: _____

Graphing of Student Progress

[illegible]

Settings & Codes

Guidance – G

Art – A

Gen. Ed. Class – GE

Spec. Ed. Class – SP

Library – L

Other Settings (Specify):

(Setting) _____ (Code) _____ (Setting) _____ (Code) _____

Choice Codes

o Materials

Reward

* Who

^ When

+ Where

Natural Support Signatures

Content Area Instructed

GE or SP

2. _____ / _____ / _____

3. _____ / _____ / _____

Peer Signature/Description of Interaction: _____

Grade

Student: _____

Content Standard: _____

Alternate Learning Expectation: _____

Alternate Performance Indicator: _____

Graphing of Student Progress

Data Point – Date																				
Step 10																				
Step 9																				
Step 8																				
Step 7																				
Step 6																				
Step 5																				
Step 4																				
Step 3																				
Step 2																				
Step 1																				
Choice																				
Inclusion (Y/N)																				
Setting Code																				
Peer Interactions (Y/N)																				
Natural Support (Y/N)																				

Settings & Codes

Guidance – G
Art – A
Gen. Ed. Class – GE
Spec. Ed. Class – SP
Library – L

Prompt Codes

I – Independence
M – Model
PP – Proximity Prompt
TT – Touch Prompt
VP – Verbal Prompt
HH – Hand over Hand
FP – Full Physical
W/D – Physical Withdrawal

Other Settings (Specify):

(Setting) _____ (Code) _____ (Setting) _____ (Code) _____

Natural Support Signatures

Content Area Instructed

GE or SP

1. _____ / _____ / _____
2. _____ / _____ / _____
3. _____ / _____ / _____

Peer Signature/Description of Interaction: _____

Grade _____

Multimedia Permission Form for Portfolio Assessment

(REQUIRED WHEN MEDIA USED)

Date: _____

I give my permission for the _____ School to take pictures of my son or daughter _____ during the 2008-2009 school year.

I understand that this will be included in my son's or daughter's State Assessment. Any reproduction of my son's or daughter's assessment for state scoring training will require that all identifying information be removed.

Signature of Parent/Caregiver



**TENNESSEE COMPREHENSIVE ASSESSMENT PROGRAM
ALTERNATE ASSESSMENT – PORTFOLIO OPTION
REPORT OF IRREGULARITY**

This form is to be used only if any of the following irregularities occurred. Include attendance record with report. A Report of Irregularity should be completed for individual students and placed within the portfolio assessment, as needed.

The original form should be placed in the portfolio binder and returned to the vendor. It should be the first page in the portfolio. Copies should be kept within the system.

- ☐ **A.** The student transferred from an out of state school after December 31st. Portfolio must be scored using the Modified Rubric. (Give complete documentation regarding enrollment.)
- ☐ **B.** The student transferred from a Tennessee school after December 31st and no assessment documentation was available. Portfolio must be scored using the regular rubric. (Give documentation regarding enrollment and system from which the student transferred.)
- ☐ **C.** The student's medically related absences were frequent and/or prolonged (present 40% or less during the data period). Portfolio must be scored using the Modified Rubric. (Give complete documentation regarding absences.)
- ☐ **D.** Student attends school using an abbreviated schedule. (Attends ½ day or less) Portfolio must be scored using the Modified Rubric. (Give complete documentation regarding enrollment.)
- ☐ **E.** The student is receiving homebound services. Portfolio must be scored using the Homebound Rubric. Note: The student should have full homebound status in order to use the Homebound Rubric. If student has received homebound services for part of the year, contact the State's Special Education Assessment Consultant at (615) 532-9702 for instructions regarding use of the appropriate scoring rubric. (Give documentation regarding homebound status.)
- ☐ **F.** The student is enrolled in a special day school serving only students with significant cognitive disabilities and the student's TCAP-Alt Participation Guidelines document cognitive and adaptive skills ≤ 50. Portfolio must be scored using the Homebound Rubric.
- ☐ **G.** The student transferred from an out of state school between February 1st and the end of the TCAP-Alt Assessment due date. No portfolio assessment will be required. (Give documentation regarding enrollment.)
- ☐ **H.** Medical exemption is in effect. (Original approved medical exemption on file at the State Department of Education and copy with approval stamp on file in LEA.)

System _____ School _____

System # _____ School # _____ Grade _____ Date _____

Student Name: _____ SSN: _____

Student's Teacher _____ Signature _____

Principal _____ Signature _____

Attach all documentation, attendance record, and TCAP-Alt Information Sheet to report:

System Special Education Supervisor's Signature _____

System Testing Coordinator's Signature _____